



Faculty Of Cognitive Sciences And Human Development

CLASSROOM MANAGEMENT PROBLEMS AND STRATEGIES USED IN
LARGE CLASSES OF SECONDARY SCHOOLS
AROUND KOTA SAMARAHAN
SARAWAK

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Bachelor of Education (ESL)
English as Second Language

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Pengesahan Pelajar

Saya mangakui bahawa Projek Tahun Akhir bertajuk:
Classroom Management Problems and Strategies used
In Large Classes Of Secondary Schools
Around Kota Samarahan,
Sarawak.

Adalah hasil kerja tulen melainkan
Nukilan,petikan,huraian dan ringkasan yang
Tiap-tiap telah saya nyatakan sumbernya.

(Ida Surnaya Binti Ahmad)
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ABSTRACT

The purpose of this research was to find out on types of classroom management problems that teachers regularly encounter during teaching and learning process of the large classes. For many years teachers had complained on the increasing of the problems especially in the large classes occupied by low abilities students. For many of them, they have to undergo the streaming process when they reached at the age of 16. In view of this, by doing the research, I investigated on types and the effectiveness of strategies used whether they were suitable to be implemented to overcome the problem of new generations. This paper reports on the results of a survey researched that involving 100 teachers in three selected school around Kota Samarahan. It was found that class sizes had contribute to the increasing of classroom management problem. Results from the findings indicated that variables, classroom management problems and effectiveness of strategies used had a connection with class size. Implications are discussed in terms of minimizing the appearances of classroom management problems using appropriate strategies for a smooth teaching and learning process of large classes as well as a guideline for new teachers in the future.

ABSTRAK

Kajian yang dijalankan adalah bertujuan untuk menyelidik apakah jenis-jenis pemasalahan dalam pengajaran dan pembelajaran di kelas bersekala besar. Sejak kebelakangan in guru-guru di sekolah –sekolah sering merungut tentang kepadatan murid yang terlalu ramai di dalam sebuah kelas. Tambahan pula dengan bertambahnya bilangan murid-murid maka secara tidak langsung akan meningkatkan lagi masalah pengajaran dan pembelajaran khasnyan di kelas yang muridnya yang mempunyai tahap kebolehan yang rendah. Mereka terpaksa melalui satu proses peangasing mengikut tahap kebijaksanaan apabila usia menjangkau 16 tahun. Dengan itu kajian ini dijalankan adalah semata untuk mengkaji jenis-jenis permasalahan di samping menyiasat tentang keberkesanan penggunaan strategi. Adakah strategi-strategi tersebut masih sesuai di amalkan dalam dunia moden. Kajian yang telah dijalankan, melibat 100 orang guru, yang dipilih secara rawak dari tiga buah sekolah menengah di sekitar Kota Samaraha, Sarawak. Adalah didapati bahawa saiz kelas juga merupakan salah satu faktor kepada peningkatan pemasalahan pengajaran dan pembelajaran. Disamping dapat mengurangkan pemasalahan bilik darjah. Cadang-cadangan dari pihak guru juga dapat dijadikan sebagai panduan untk guru-guru baru pada masa hadapan.

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Chapter one

1.0. Chapter Overview

This chapter review on the aim between two main variables, classroom management problems and classroom strategies used during teaching and learning process of the large classroom in secondary schools. Primarily it address on the close relationship in identifying on the extent in frequently occurrences on the classroom management problems in the large classes and how effective strategies used to overcome this problems.

1.1.Introduction.

The issues of the class size had been debated by the previous researcher for the centuries since from the history of Babylonian Talmud. It contains class size principles for study of the bible by Epstein (1976) where he said “The number of pupils assigned to each teacher is 25. If there are 40, we appoint two teachers. If there are 50, we appoint an assistant at the expense of the town”. This shows a close relationship of two variables, class size and classroom management.

In Malaysian population statistic (1997), it has shown the increasing of human population from 18,000,000 to 20,096,007 million people within a few years. As the result, most of the classrooms in Malaysia are crowded with students around 40 per class and created more classroom problems such as higher level of noise, disciplines,

lack of teachers and students interaction and crowded classroom which not fit for smooth teaching and learning process. Bakri Musa (2003) in “An Education System Worthy of Malaysia”, had identified that overcrowded classroom with 50 students per class followed by high level of noise and the small classroom size were the main factor why his neighbour’s daughter disliked to go to her school when the former flashback the shortcoming of the education system in 1970.

The problems are getting worst if the students are the adults with changes in physical appearance in height and weight, age between 13 to 18 years old. The small classroom can not cope up with large number of secondary students. The classroom will have a limited physical space and creates a tension environment. As a result students will be easily distracted and not paying attention towards the subjects taught. They tend to create a hazardous situation with a lot of classroom management problems occur and it will burden the teachers during teaching and learning process.

According to Ramzi Harun and Hanton (1997) in “Teachers’ Perception of Discipline Problems in a Jordanian Secondary School” had defined the misbehaviour as antisocial behaviour that varies from their expectation of how students ought to behave during lesson. This proof that the class size has a close connection among students’ academic achievement and classroom processes.

In other words, the research will be conducted may be able to enlighten the negative effects of the large classes and it important to consider the new strategies or solution in the in the future that are thought, can give the teachers some useful information in minimizing the problem occurs in large classes of secondary schools in Malaysia as well as organizing proper classroom management can create a smooth and effective teaching and learning process.

1.2. Background of study.

Recently, in Malaysia education system, the changes emphasized in the school curriculum cover on the social issues and developments such human rights, social political awareness, gender, poverty war and other areas, equality and where the democracy has role to play it functions by encouraging a new modern approach in the broadest areas of teaching and learning in schools.

It had gone through many changes from different perspective of a few Ministries of Education that followed the changes in era to balance with the world globalisation. However the eagerness to change the system drastically and fulfil the modern globalisation had created some implications in the schools environment. On the other hand, the great portion of Malaysia population had shown profound positive but to certain extent, it brings negative impact upon the Malaysian classroom.

Cite from Norshila Abdullah (2001) in her researched at Asunta 1, Petaling Jaya, she had identified that the main factor contributed to the increasing numbers of students in the schools was from the intervention of District Education Department. The latter had opened this “Elite” to enrolment by students from mixed incomes with multi ability background. As a result the increasing numbers from 35 to 40 students per class were high. The classrooms were crowded with a multitude of wide variety in characteristics which lead to diverse classroom management problems.

The research that will be conducted focuses on the two main variables, classroom management problems and strategies use to overcome the problem. The purpose of the study is to find out how serious the classroom management problems happen during teaching and learning process and how effective the strategies selected to overcome these problems.

1.3. Statement of problem.

According to Ministry of Education, 1994, the aim of curriculum, primary (NPSC) and secondary school (NSSC) in Malaysia are to provide for the overall development of the children in stressing a firm foundation in basic skill of reading, writing and arithmetic as well as the inculcation of thinking skills ethical values across the curriculum. Students can proceed their studies regardless on failing or passing the examination which contribute to the increasing a number of students in the classrooms.

The large classes tend to contribute toward problematic encounter during teaching and learning such as marking, limited of time and improper classroom management, which teachers in Malaysia also found it unsatisfactory because they were unable to achieve the aims targeted by Ministry of Education in both suggested curriculum, New Primary School Curriculum (NPSC) and New Secondary School Curriculum (NSSC).

These comments were supported by the finding from Sharifah Maimunah (1991). She has identified the lack of congruity among intended educational objectives during implementation such as overdependence on materials which do not fit the students level of abilities, school constrains when teachers are assigned to teach the subject in which they were lack of knowledge lead to ineffective teaching in the classrooms and large classes hamper the activities during teaching and learning process had contributed to the increasing of classroom management problems.

Therefore, this study is conducted in order to find out whether the problems encounter in large classes during teaching and learning process can influence the increasing of classroom management problems besides providing the effective strategies to overcome these problems.

1.4. Research Objectives:

The study interest on two main objectives:

- 1.4.1. To find out classroom management problems regularly encountered during teaching and learning process in large classes of secondary schools.
- 1.4.2 To investigate the types and effectiveness of strategies used in order to cope up with the problems occur during teaching and learning process in the large classes.

1.5. Research Questions:-

The research attempts to answer the following questions:

- 1.5.1. What are the classroom management problems regularly encountered by teachers during teaching and learning process in the large classes?
- 1.5.2. What are the strategies used and how effective are the strategies used in solving problems faced by teachers during teaching and learning in the large classes?

1.5. Significance of the study:

It is hoped that the findings of this research will contribute some useful information to education personnels, new lectures and teacher trainees from the statements given by some experienced teachers on classroom management problems. Hopefully, the findings will become as one of useful medium for their guideline as well as a preparation for teachers before facing real situations during teaching and learning process in large classes of secondary schools. Finally, the finding on the effectiveness of the strategies that one used to cope up with classroom management problems can be applied to overcome the problems in the future.

1.6. Operational Definition of Terms.

1.6.1. Classroom management:

Duke, DL (1979), defined the classroom management as “The provision and procedures necessary to establish and maintain an environment in which instruction and learning can occur. It is known as a workplace for pupils to learn and as an ecological system in which parties, teachers and student have a very close interaction in involving two ways communication during teaching and learning process.” The study shown well organized classroom management refer to establish and maintain conducive environment for smooth learning.

1.6.2. Classroom problems.

Classroom problems are defined as any events, behaviors, patterns, feeling, or thought that keep us from being able to teach to our fullest potential or keep our class from learning in the most liberated, satisfying and effective manner. Hayes (1997) said that many teachers in Thailand had complaint about the huge number of students such 50 or more per class, have given them a lot of stress and burden of workload, because they could not cope up and open ill-prepared to deal with the problems encounter as

well as in. Malaysia. This shows that class size has a close relationship with the classroom management problems. In this study, classroom problems are known as the factors distract the teaching and learning process.

1.6.3. *Large class*

Large class is defined by Collin (2006) as the class that has a huge number of overcrowded students in same setting, learning together is more than the normal amount fit for one classroom. Where by ministry of education in Malaysian (1994) stated that the huge number more than 35 per person in one classroom is category as large class. In this study, large class is category as more than 35 students per class.

1.6.4. *Secondary school*

It is a term used to describe a high institution where the final stage of compulsory schooling. It follows on from primary level. In Malaysia, children usually transfer to secondary schools in the ages of 13, after the primary level, ages 7 to 12, and finish their study between the ages of 17 and 19 after completing or set for the final examination such as SPM and STPM. It is known as the final stage before proceed to other institutions for higher education such as enrolment in universities, colleges or polytechnics for adults.

1.6.5. *Strategies.*

A strategy is defined by Collin (2006) as a general plan or set of plans intended to achieve something, especially over a long period that can increase and maintain an active learner involvement in order to establish an effective classroom such as well as organize time management. For example time spent by listening to the teacher, attending the activities and time spent in learning by asking and answering questions. In the study, strategies refer to the ways teachers solve the problems involving classroom management.

1.7. Scope of study.

This research will be conducted to seek how often the classroom management problems occurred during teaching and learning process in large classes of secondary schools. Teachers of non-exam classes such as form one, two, four and low six will be the subjects of this research. This study will be carried out in 3 selected secondary schools around Kota Samarahan, Sarawak involving those who teach large classes, more than 30 students per class. The instrument to identify the strategies used to encounter the classroom management problems are questionnaire and semi structured interview.

1.8. Summary.

The main focus of the study is on the finding between relationships of two variables. The classroom management problems and the effectiveness of strategies used to encounter the problems in the large classes of secondary schools during teaching and learning process. A few teachers of non-exam classes are participants in the study are selected from secondary schools around Kota Samarahan, Sarawak. Apart from that effective strategies used can prevent the occurring of classroom management problems during teaching and learning process. In other words, well-planned lesson with effective teaching methods are the main fundamental towards good teaching and learning environments.

Chapter two

Literature Review

2.0. Chapter overview.

This chapter reviews literature on three main variables which has a close relationship with the study, classroom management, classroom problems and classroom strategies in creating smooth and efficient teaching and learning process.

2.1. Introduction

Class size carries several connotations and still being debated by experience researcher such as Blatchford, Slavin, Dewdust and Goldstein. Opinion has been formed such as an opposite opinions between those who prefer small classes lead to better quality in improve the children education during teaching and learning process. There is a close relationship between class size and with higher achievement. In Britain, Primary Survey of England (1978) had stated the link between class size and reading score.

Mortimore (1988) found that such relationship, only at one age level in one subject's area, however most of the studies suffer from substantial methodological weakness as well as classroom management problems and it still receiving a great deal of attention from researchers. Hence, Malaysia a third development country with the increasing of population each year can not reduce the large to smaller classroom, although the previous researches said that small class size give a lot of advantages towards teaching and learning process because of the expensive cost.

2.1. Classroom management:

Chitravelu, Saratha and Soo Choon (1995) “ELT Methodology: Principles and Practice”, has defined classroom management as involved in managing the learning environment and organizing students so that the activities done during teaching and learning process can be carried out smoothly. The term classroom management is the combinations of two words, classroom and management.

Lemlech (1979), defined that every process in the classroom requires teachers to effectively and efficiently organize in making sure teaching and learning can take place smoothly. According to Duke DL (1979), Classroom management was known as the provisions and procedures necessary to establish and maintain an environment in which instruction and learning can occur. In other words, the primary goal of effective classroom management is not the reduction of misbehavior or even the creation of an orderly environment. Generally, well managed classroom have some of the following characteristic such as:

- a) The students in the class appear to know what is expected of them besides satisfied with their participation in learning activities.
- b) They show a keenness to study and not hesitant to ask if they lost or do not know certain meaning in the lesson taught.

Therefore teachers will feel confident and comfortable beside active and ready to provide the necessary assistance when students asked. In other words, teachers are aware of what goes on within the classroom. Scrivenner (1994) defined classroom management as one well organised classroom which involved both action and decision. Decision such as when, how or who will take the action, are mainly involved on thinking or solution from perspective of the teachers to cope up with the classroom management problems encountered such as taking suitable actions or planned for punishment based on the appropriate problems created by the students, limit of space

in physical environment or improper management of rule and procedures in the classroom.

Teachers have to be alert during teaching and learning process. Example if teachers notice the students are talking during lesson, the best solution, by calling the students name. Teachers have to be confident in making decisions. Therefore, it is a must for the teachers to well manage the classroom by establishing a positive environment before the teaching and learning take place. Action refers to what being done in the classroom such as decorating the class or arranging the chairs and desks for comfortable teaching and learning take place. It was supported by Scrivenner (1994) where he defined classroom management as one well organised classroom which involved both action and decision

As teachers grow in experience, the awareness of appropriate decision or actions will grow too. Therefore the ability in classroom management depends on one experience as a teacher. In Malaysia, classroom management is defined as one of main subjects in teachers training program. Whereby the program equipped the teacher trainees with skill to improve the quality of teaching while enhance the learning environments for the children. In other words, classroom management enable teachers to develop the classroom into an environment that conclude intellectually and socially towards promoting cohesiveness, by encouraging the development of positives attitudes and understanding among the students by stimulating classroom atmosphere and greater self fulfilment. It was supported by Duke DL (1979), where he defined the classroom management as the provision and procedures necessary to establish and maintain an environment in which instruction and learning can occur.

In secondary schools, teachers need to make a wise decision when dealing with the classroom management problems. Arend (1997) where he had identified that the most challenge that teachers had to face was the classroom management especially in the large classes. Therefore good management during teaching and learning process in the classroom can establish a positive for the process to take place. Hence, Robiah Sidin (1996) said that good teaching enhances the educational quality.

2.2 Classroom management problems

The overflow of students from mixed incomes and ability background had created some implications in the schools environments. Lack of teaching skills and experiences during teaching and learning in large classes can lead to the classroom management problems.

2.2.1. Disruptive students behaviours

One of the classroom management problems is disruptive behaviours such as fooling around, vandalism, disobeying instructions and quarrelling with teachers. Hence, discipline is known as a crucial aspect between teachers and students during teaching and learning process. Teachers admitted that discipline cannot be implemented as positively as suggested while the numbers of indiscipline case tend to be increasing. Education Convergence (2002) had stated that teachers in Hong Kong had express their concern about classroom indiscipline and have search for the best way to manage difficult classroom problems during teaching and learning. Hayes (1997) had listed down some classroom management problems during teaching and learning process in the large classes in his researcher conducted in Northeast Of Thailand. They are physical constraints, class-control, individual attention, evaluation and learning effectiveness. This is because the number of students in one class can range from 35 to 40 per class. Such overflow or crowded classes can rise out many problems during teaching and learning process and teachers have limited time to fulfil the need of individual attention.

It is because teachers tend to face difficulties in order to cater all the students need beside limited within forty minutes for students to be active in participating during teaching and learning process. In Malaysia classroom situations cause a great deal revolved around disciplinary matters. Teachers faced a lot of stress when dealing with the classroom management problems. Deputy Minister Of Education (1987) had reported that about 100 cases involved classroom management which includes vandalism, fooling around the class, disobeying instructions, challenging and quarrelling with teachers. Whereby these problems upset the classroom management and will definitely obstruct the process of teaching and learning.

In addition the large classes are well known to contribute a high level of noise; this can distract the students' attention which later on will interfere with process of lesson taught. Hamachek (1988) had estimated about 22,000 teachers facing the classroom management problems which 89 percent of them considered disruptive students behaviours. The inability teachers to control and organize the class properly are the main cause lead to the problems beside inexperienced teachers. Moreover add by the large number of students in each classroom automatically will disrupt the process of teaching and learning. Hammer (1993) identified three main factors contributed to the classroom management problems students, teachers and the policy of the institutions:

2.2.2 Teachers characteristics.

According to Hammer (1993) teachers play important roles to design a suitable environment in teaching and learning process especially in large classes. In other words, teachers' behaviour can have a major effect on students' discipline. Example teacher must be well prepared before entering the classroom or the classroom management problems will occur. Teachers play important roles to reduce classroom management problems.